



## THE ROLE OF TEACHERS'IN ENSURING SUSTAINABILITY IN INCLUSIVE EDUCATION FOR CWSN IN TERMS OF EQUITY AND QUALITY

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### ABSTRACT:

Inclusion in education involves ensuring that all pupils can have access to the educational benefits and social opportunities offered by the school (Mittler 2000). Along with the benefits and opportunities the sustainability of these CWSN is imperative. Teachers are known to be the main factor in any educational venture for sustainability. In order to make the inclusive education sustain, it is generally agreed that the most responsible personnel of school i.e. teachers should be receptive to the principles and demands of inclusion. This paper makes an attempt to know the role of teachers toward the sustainability of inclusive education of the children with special needs based on the basis of Equity and Quality. To 'ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all', the teachers' role is very important and same is highlighted here.

### KEYWORDS:

INCLUSIVE EDUCATION; SUSTAINABILITY; CHILDREN WITH SPECIAL NEEDS; EQUITY; QUALITY.

### 1. Introduction:

For incorporating Sustainability of children with special needs in Inclusive settings it is observed that the teachers are the most important component and process. Teachers' are the key service providers in teaching students with special needs in the inclusive classroom. In order to make the inclusive education effective and lasting, it is generally agreed that the most responsible personnel of school i.e. teachers should be receptive to the principles and demands of inclusion. Teacher's positive attitudes are considered as an important prerequisite for the sustainability of inclusion of students in main stream classroom. The proponents of inclusive education are of the opinion that education is the right of all children including the CWSN. Inclusion of education maximizes the learning experience self-condition of the CWSN. Therefore, the most important personal of the education system i.e. the teachers and their role towards sustainability is of prime.

Since teachers play a significant role in ensuring the successful integration of students with special needs, evaluation and investigation of teacher's understanding in relation to the degree of children's difficulties, the nature of children's disabilities, the teachers' experience with children with special educational needs, the trust in their own capabilities to implement inclusive activities (the teachers' preparedness for integrated classrooms) or the expectations towards the children no matter what are the differences between them, the curricula and so on.

Inclusion is about making sure that each and every student feel comfortable and welcomed by the school members. Thus it is an approach towards equality for students with

disability; it is about addressing difference, sharing the ideas and crossing boundaries in the context of education. Inclusive education is the philosophy that provides collective membership to the students in the educational society. Teachers in inclusive systems need to gauge the effectiveness of their teaching for the range of their students and should know what they need to do to enable each student to learn as well as possible.

### 1. Objectives of the study: The present study intends to focus on the following objectives-

To help in understanding the Role of Teachers' in Ensuring Sustainability in Inclusive Education for CWSN in terms of Equity and Quality

### 2. Operational Definitions of the term used

- I. **Inclusive Education:** An inclusive Education is a general education in which students with and without disabilities learn together. It is essentially the opposite of a special education, where students with disabilities learn with only other students with disabilities.
- II. **Children with special Needs:** Children with special needs refer to children including sensory impairment, loco motor disability, mental retardation and developmental disabilities who deviate too much from the expected range of the normality that their needs becomes special.
- III. **Sustainability:** Sustainability refers to the maintenance of the needs of the children with special needs in Inclusive set-up for

future, without compromising to meet the present needs of CWSN

**IV. Equity:** refers the quality of being fair or impartial; fairness; justice towards the children with special needs in inclusive set up.

**V. Quality:** the standard of something as measured against other things of a similar kind; the degree of excellence of something.

### 3. Methodology of the Study

The present study follows the descriptive method and is based on the secondary sources collected through website, books and journals.

### 4. Analysis and Discussions

#### I. **Role of Teachers in Ensuring Sustainability in terms of Equity**

Literature suggests that the best education systems have the best teachers, and as Connell (2014) states, a school can only ever be as good as its teachers. Equity in education has become a major concern. Many countries seek to provide equitable and quality education. NGOs work on producing guidelines, tools, frameworks for reference, studies and recommendations for decision makers. For many parents educating their children becomes a challenge and expenses are not easy to afford. Many of those children living in deprived conditions, have parents who are usually illiterate, or poorly educated and are poorly equipped to support them with school work. For those children, effectiveness of schools and teachers are key for educational success. Improving equity and reducing school failure pays off, economic and social cost of school improvement is high, through education individuals gain better employment opportunities that can lead to healthier and prosperous lives, and to contribute to the public economy. Minimizing inequity in education becomes crucial for the less developed countries, since education is key to achieve economic growth and development and poverty reduction will not be possible without social stability (UNESCO, 2015). However, as UNESCO (2015) points out, the challenges are immense; moving towards equity in the education systems requires a demanding political commitment. To ensure equality to sustain there is a need for changes in thinking and practice at every level of an education system, from classroom teachers and others, who provide educational experiences directly, to those responsible for national policy. Increase understanding amongst all teachers on the handling of diversity in classroom and site-based support teams are effective in most schools.

Compared with the richest children, the poorest children are four times more likely to be out of school and five times more likely not to complete primary education (Global Education Monitoring Report, 2016).

Here are some roles of teachers in ensuring the sustainability in terms of equality and these various efforts

will, in turn, contribute to overall improvements in educational quality. They are

- Valuing the presence, participation and achievement of all learners, regardless of their contexts and personal characteristics
- Recognizing the benefits of student diversity, and how to live with, and learn from, difference. Collecting, collating and evaluating evidence on children's barriers to education access, to participation and to achievement, with particular attention to learners who may be most at risk of underachievement, marginalization or exclusion.
- Building a common understanding that more inclusive and equitable education systems have the potential to promote gender equality, reduce inequalities, develop teacher and system capabilities, and encourage supportive learning environments.

#### II. **Role of Teachers in Ensuring Sustainability in terms of quality**

Quality inclusive education (IE) is a fundamental part of the new Sustainable Development Goal. The influence of teacher in education outcome is not a new concept; according to Rennert-Ariev et al., (2005), There has been a growing appreciation for the value that provides good teaching in the reproduction of quality outcomes in education (Connell, 2014). To produce high-quality teachers is need of an hour to ensure quality education for all children and the teacher's role becomes one of guiding and facilitating engagement and learning, rather than instructing. This will make possible for a diverse group of students to be educated together, since the students need not to be at the same point in their learning, or receive the same instruction from their teacher. The few areas for the qualitative aspects of teachers are highlighted here;

**Organizational Transformation:** Inclusive education is about Organizational Transformation. If teachers were well trained paid good with all the basic amenities there is no doubt in promoting long-term effective goals of sustainability. It will help in Quality inclusive education. In between teachers should be given opportunities to take part in continuing professional development program to develop their areas to bring quality in the system.

**Curriculum:** Developing a Curriculum that will include all learners is an important aspect of quality education. Curriculum should be transformed to meet the needs of various kinds of disabilities. As long as learning is defined narrowly as the acquisition of knowledge presented by a teacher, schools will likely be locked into rigidly organized curricula and teaching practices. Schools have significant freedom to organize the curriculum so that it responds to the needs and capacities of their learners.

**Cooperative Learning:** Teachers can work collectively with the help of Co-Teaching arrangement. This will promote cooperative learning and teamwork in planning,

teaching and evaluation and support them in every aspects of teaching learning process to cope with CWSN. Teachers' motivation increased significantly; the teachers indicated that working together gave them the strength to manage and develop their work.

**Teachers' Attitude:** An inclusive classroom requires a teacher to be nimble, flexible and to be constantly learning need to develop attitudes and practices that becomes ingrained as values the schools uphold.

**Regular Teacher Training:** One of the key components of the sustainability in quality is 'Regular Teacher Training. One day workshops are excellent to orient teachers to what an why of inclusion but they also need how. This can be done at the school level in the environment where children are educated with entire staffs to ensure sustainable practice said (Vianne Timmons, Developing Sustainable Practice, 2005).

Research on teacher education for inclusive education has identified **four core values** that undergird teachers' competence in developing and sustaining inclusive practice:

- Valuing learner diversity: Students' differences are viewed as a resource and an asset to education;
- Supporting all learners: Teachers have high expectations for all learners' achievements;
- Working with others: Collaboration and teamwork are essential approaches for all teachers; and
- Continuing personal professional development: Teaching is a learning activity and teachers must accept responsibility for their own lifelong learning.

### Conclusion:

All children deserve education which allows them to learn from and with each other. Inclusion helps in an interdependence, recognition and acceptance in diversity. To ensure sustainability focused based on equality, quality efficiency for the same should be a goal. To develop sustainable inclusive practice one need to demonstrate that, Inclusion, it is a good educational practice. Doug Williams, 2002, found that children placed in heterogeneous classes achieved better academically. The quality inclusive education will helps to break the vicious cycle of poverty and disability, achieve gender equality and empower girls with disabilities who often face a double discrimination, fosters self-esteem, skills in entrepreneurship and innovation while promoting full and productive employment opportunities for all, including learners with disabilities.

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